

Pupil premium strategy statement – St Francis of Assisi Catholic Primary School and Preschool

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	273 (inc 23 Preschool)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Year 1 of 3
Date this statement was published	January 2026
Date on which it will be reviewed	January 2029
Statement authorised by	Gemma Otter
Pupil premium lead	Sam Seaton/Maisie Brown
Governor / Trustee lead	Ilona Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Based on October 2025 census: £ 128,787
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 128,787

Part A: Pupil premium strategy plan

Statement of intent

St Francis of Assisi Catholic Primary School and Preschool is passionate about removing barriers and meeting the needs of all our children so that they make good progress and achieve national outcomes. The purpose of this Pupil Premium Strategy is to support the disadvantaged pupils, including those who are already high achievers.

We have prioritised the following areas for this Pupil Premium Strategy:

- High quality first teaching
- Oracy
- Precision targeted interventions, including small group tutoring
- Pastoral support
- Attendance support
- Extra-curricular support and curriculum enhancement

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Less pupil premium children are making expected progress in reading across the whole school than non-pupil premium children. Less pupil premium children in years one, four and five are making expected progress in all core areas, than non-pupil premium children.
2	Pupil premium children are leaving Reception with lower attainment than non-pupil premium children.
3	End of KS2 Data for last year

		% of PP children at or expected	% of non-PP children at or expected																																			
	Reading	50	78																																			
	GPS	56	67																																			
	Writing	44	59																																			
	Maths	69	59																																			
4	Assessments, observations and interactions with pupils, indicate underdeveloped oral language skills, and vocabulary gaps.																																					
5	<p>Children with pupil premium were responsible for 40% of all behavioural incidents in the academic year of 2024-2025. This is nearly double on the percentage of the previous academic year.</p> <p>Particular children find self-regulation difficult to manage without skilled support and intervention.</p> <p>Children who have had adverse childhood experiences need additional support to understand their emotions and feelings.</p>																																					
6	<p>The attendance of pupil premium children in years one, three, four and five is significantly less than non-pupil premium children.</p> <p>Table showing percentage of children with very low attendance (0-95%) in each year group.</p> <table border="1"> <thead> <tr> <th>25-26</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>75</td> <td>20</td> <td>40</td> <td>43</td> <td>47</td> <td>31</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>39</td> <td>20</td> <td>15</td> <td>26</td> <td>30</td> <td>37</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>24-25</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>63</td> <td>44</td> <td>47</td> <td>64</td> <td>22</td> <td>47</td> </tr> </tbody> </table>			25-26	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	75	20	40	43	47	31	Non-Pupil Premium	39	20	15	26	30	37	24-25	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	63	44	47	64	22	47
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	Non-Pupil Premium	43	27	18	30	32	18
7	Children in our school do not access extra-curricular activities such as music lessons, art provision and competitive sports. Therefore, they have a significant deficit in contextual knowledge of world around them.						

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Outcomes for pupil premium children across the school will be at national expectation in all core subjects.	Children's attainment will improve, and school will see the gap between their standards and national outcomes closing
Improved oral language skills and vocabulary for pupil premium children	Assessments of, and interaction with children will show an increased ability to use oral language to support learning and progress
To achieve and sustain improved well being for all children in our school, particularly our pupil premium children	Children will have their well being needs met.
To achieve and sustain improved attendance for all children in our school, particularly our pupil premium children	Attendance will improve.
To provide opportunities for all children in our school, particularly our pupil premium, to access experiences that enhance their education.	Extracurricular enhancements will be regularly available to children.
Through access to experiences, children's aspirations will grow.	Children will articulate what their aspirations in life are.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing, implementing and training of My Mastery Maths Programme to secure stronger teaching for all pupils.	The Ark Mathematics Mastery programme is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts. (EEF)	1, 2, 3, 4
Enhancement of reading and writing teaching and curriculum, through the delivery of internal training and release of leaders to monitor implementation.	https://educationendowmentfoundation.org.uk/news/eef-blog-combining-reading-with-writing-instruction-an-integrated-approach	1, 2, 3, 4
Restructuring of UKS2 maths teaching from three groups of children into four for two terms.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
Training for all teaching staff on the use of questioning to deepen understanding and accelerate progress.	The Bell Foundation https://www.bell-foundation.org.uk/resources/great-ideas/questioning-strategies/	1, 2, 3, 4
Restructuring of writing groups in Year 6 from two groups to four for small bursts of time, each term.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4

Development of a new environment for EYFS children, that is bespoke to our community and promotes meaningful interactions.	The Shrec approach https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2, 4
Provide training and practical observation opportunities for EYFS practitioners on meaningful interactions.	The Shrec approach https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2, 4
Staff training on strategies to accelerate academic progress from external source	https://riseprogramme.org/publications/focus-flourish-five-actions-brochure.html	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67,000 (Including £15,000 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly speech and Language sessions for identified children	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://committees.parliament.uk/writtenevidence/137069/pdf/	4
Tutoring for Year 5 pupils during summer two term	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

Tutoring for Year 6 pupils during spring term and summer one term	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
1:1 phonics tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4
Maths pre-teaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 4
Handwriting intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Additional phonics lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
Maths closing the gap interventions across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
Colourful Semantics intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
In class academic support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4
Discounted CPG revision guide bundles for Year 6 pupils	https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	1, 3
Resources to enable school readiness	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000 (£4,000 hardship fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker sessions with parents	https://www.ccpscotland.org/ccps-news/family-support-case-studies/	6
Family Support Worker sessions with children	https://www.ccpscotland.org/ccps-news/family-support-case-studies/	5, 6
Additional part time Deputy Designated Safeguarding Lead		5, 6
Zones of Regulations Training for all staff and resourcing for all children	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6
ELSA Training for Family Support Worker	https://realtraining.co.uk/2025/05/7-ways-elsas-can-improve-childrens-mental-health	5, 6
Rainbows sessions for identified children	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Early Help Assessment Training for SENDCo	https://www.eif.org.uk/why-it-matters/what-is-early-intervention	5, 6
ELSA sessions for identified children	https://realtraining.co.uk/2025/05/7-ways-elsas-can-improve-childrens-mental-health	5, 6
Lunch Time Club- Happy Minds Project	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 7
Weekly family attendance prizes		6

Termly 95+% attendance badges		6
Termly 100% attendance badges		6
Funded school trips		7
Discounted musical instrument lessons		7
Extra-curricular clubs offered by specialist internal staff		7
Taster sessions of competitive sports		7

Total budgeted cost: £128,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching and learning across the school is at least good. The newly designed curriculum and component planning sequences the curriculum in line with our school pedagogy, which was designed to support children in their communication and understanding. The children have engaged well with this and are making progress.

In the academic year 2022-2023 74% of non-SEND PP children made expected or higher progress in reading, this increased to 92% in 2023-2024 and then 94% in 2024-2025. In the academic year 2022-2023 75% of non-SEND PP children made expected or above progress in writing, this increased to 92% in 2023-2024 and 92% in 2024-2025. In the academic year 2022-2023 79% of non-SEND PP children made expected or above progress in writing, this increased to 95% in 2023-2024 and then returned to 78% in 2024-2025.

When in school all children have access to the internet, devices and educational platforms, enabling them to complete independent learning tasks.

Interventions meet children's needs. All children who attend and engage well with interventions make accelerated progress. Interventions are reviewed through weekly conversations.

EHAs are completed in a timely manner, and support is provided for families in need.

Pastoral support is in place for children who require it. Support is not removed from a child, whilst there are still active concerns. Children are learning how to manage their emotions, resulting in less disruptive behaviours.

The new school behaviour for learning policy has been effectively implemented. As a school the recording of behaviour incidents has become more rigorous and embedded. Behaviour has improved and children can access their learning more readily.

External agencies are utilised as required, in reactive and proactive ways. Children now have more awareness of issues they may face, and how to deal with them.

Lateness across the school is minimal. The doors open at 8:30 am and the majority of children arrive for this time. Attendance for Pupil Premium children is becoming closer to that of the attendance of non-pupil premium pupils.

All children have access to every opportunity the school offers. Parents are supported as required; the offer of this support is always available. The admin team go above and

beyond to ensure that pupil premium pupils receive the experience that is being offered.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.